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THE ELEMENTARY SCHOOL JOURNAL

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Educational News and Editorial Comment

SCHOOL FINANCE

It is very difficult to foresee how schools are to be financed adequately this year in a number of states. The popular feeling, which last year made it possible to increase salaries on a generous scale and to secure funds for the enlargement of school operations, seems to have been eclipsed by a demand for economy in all public expenditures. Sometimes the wave of economy expresses itself in a curtailment of funds in states which are rich enough, if they would tax themselves properly, to provide ample funds for the enlargement of their school systems.

In Alabama, for example, a decision of the Supreme Court deprives the schools of huge revenues from the state income tax. In the special session of the legislature a few months ago a "joker" attached to some innocent bill cut the state department of education out of sharing in certain important funds that it has always had; the payment of \$3,000 a day for the maintenance of military forces in the strike district depleted the funds of the state and brought about the actual closing of the schools. Late in January, with only a week's notice to the teachers and patrons, the schools at a great many points were closed, having had a session of but four and one-quarter months, and on account of lack of funds no pay checks for the last month's services were to be issued then. Many of the teachers had not money enough to take them to their homes.

In another group of states the possibilities of securing funds are less hopeful. In the Northwest the economic pressure, which results from drouth and from the political experiment which seems to be turning out badly, has reacted unfavorably on the schools. A correspondent from North Dakota makes the following statement:

The board of administration has recommended to the legislature that appropriation be withheld in the interest of economy from four of the state institutions, namely, the State Normal School of Science at Wahpeton; the Normal and Industrial School at Ellendale; the Forestry State Normal School at Bottineau; and the State Normal School at Mayville. The latter is the oldest state normal school in the state.

The board has charge of the penal and charitable institutions of the state and those institutions need increased buildings and facilities, and the board recommends that these educational institutions which seem to be poorly located be used for such overflow purposes.

In New York state the governor called a conference of school people and told them that there would have to be economies throughout the state. Since that conference a number of experiments in legislation have been launched in the effort to locate some line of educational activity where economy can be effected with the least objection on the part of the people. One bill hit on continuation schools as an unnecessary part of the educational system. The judgment of the Public Education Association of New York City with regard to this economy measure is expressed in the following terms:

It is stated that the bill repealing this law has been introduced as an economy measure. To abolish continuation schools would be a great misfortune. If it is true that the purpose of state education is to train its youth for intelligent citizenship, then it is perverted economy to do away with the educational opportunity of that group of children who need it the most, meaning the large group of children, 80,000 every year, who must leave school at an early age before they have completed even an elementary-school education. We provide large sums of money for the high-school education of children who graduate from elementary schools and voluntarily continue their education. How can we afford to ignore the needs of the far larger group of children, under eighteen years of age, who never have a high-school education—the majority of them not even an elementary-school education—because they must leave school and go to work? The continuation-school plan has been devised to bridge the gap between the elementary-school life of these children and their adult work life.

It has been said that the continuation schools only fill in the gaps left by an imperfect elementary education, but no matter how high a standard of efficiency elementary education achieves, it cannot take over the function of the continuation school. The latter deals with a child already a part of the adult world and of its activities, and the school curriculum must be arranged accordingly; while so long as a child remains in elementary classes, he is under the control of parental authorities and not in any sense an independent agent. This means that two fundamentally different types of schools are necessary with wholly different curriculums and methods of work.

Because most of the children who leave elementary school before graduation leave to go to work, continuation schools are primarily interested in providing such training for those children as will make their transition into industry rational and purposeful, rather than casual and undirected. Courses are developed for the vocational guidance of children into occupations for which they are in some degree fitted and for subsequent training in those occupations. Unemployment or casual employment have been reduced 50 per cent among those children who have been registered in continuation classes. Instead of drifting about from job to job, as fancy dictates, a boy or girl attending a continuation school has the benefit of expert advice in finding a job, receives training for that job, continues academic studies related to his work, and lastly acquires some specific understanding of the meaning of citizenship, all of which form a bridge over which he can pass more intelligently into the adult world of independent action.

From the higher institutions in various states the report comes that legislatures are not going to be able to grant the sums asked for by the trustees of these institutions. The University of Maine reports that it will not have the funds with which to pay members of its faculty. The University of Michigan and the University of Minnesota are being informed by their legislatures that they must find methods of economy, either by increasing the size of their classes or by diminishing their faculties.

In Illinois, where the Teachers' Association has carefully worked out a campaign for the increase of school funds, and in doing this has followed the mature judgment of students of school administration and adopted the theory that equalization of school opportunities will come most readily through a large state fund for education, it seems unlikely that the governor and the legislature will favor the plea for a large state fund. The following newspaper item from the capital, Springfield, Illinois, reports the attitude of that

member of the governor's cabinet who is directly related to the educational system:

Recommendation that the \$20,000,000 state distributive school fund asked by the Illinois State Teachers' Association be cut to \$10,000,000 or less was made today by W. H. H. Miller, director of the Department of Registration and Education. He pointed out that a fund of \$8,000,000 would be an increase of 100 per cent over four years ago and declared that an amount over \$10,000,000 would be excessive.

Mr. Miller also recommended that the proposed normal-school appropriations be cut to make an increase of not more than 30 per cent.

With the cost of living coming down and with many teachers returning to the profession, which offers higher salaries than ever before, Mr. Miller said the school systems of the state are asking for too much.

This item makes clear the danger of intrusting to political officers the determination of school policies. The school people of Illinois will have to secure funds for education, either through an increase in local taxation or through the carrying out of the policy which the teachers have adopted in asking for a large state fund. If the state fund is denied, local communities will have to make such effort as they can to get the necessary funds for the maintenance of schools.

Illinois is not a poor state by any means, and yet, so inequitable are school opportunities distributed in this state that 44 per cent of the teachers are reported as having less than a high-school education, and a larger percentage are wholly without any technical preparation for their work.

Such facts as those reviewed in the foregoing paragraphs would be discouraging if they represented the last word in the matter of school finance. It is important that examples of this sort should be thoroughly considered, both by educational officers and by the public. They represent in a very striking way American lack of foresight and American lack of careful study of the social situation which surrounds school organization.

No one can doubt that American schools are going to go forward. No one can doubt that, in the long run, financial support for schools will be forthcoming, but spasms of economy and the methods of legislative procrastination which appear in the examples cited certainly delay the progress of American schools and the progress of American civilization.

NATIONAL ASSOCIATION OF PRINCIPALS OF ELEMENTARY SCHOOLS

About one hundred and fifty principals of elementary schools from all parts of the country met at Atlantic City on February 28 and organized a national association. The essentials of a constitution were adopted and officers were elected. The president is Mr. Leonard Power, of Port Arthur, Texas, who acted as temporary chairman at the opening of the meeting.

Dr. Reigart, of New York, gave the first paper, in which he described the organization and supervision of London schools. The principals of these schools are much more fully directed in the making of their programs by the rules of the central authorities than are the principals of most American schools. The principals in London are given directions for their work through the *Gazette*, issued weekly by the County Council, as the central board of London is called.

Dean Gray of the School of Education of the University of Chicago called attention to the fact that recent changes in the organization of elementary schools created new problems for the principals. He urged that the association attack these problems with directness and vigor, devoting the program each year to specific matters rather than general discussions. He pointed out the desirability of developing, through such discussion of the principal's problems, a better professional spirit and a clearer definition of the sphere and methods of supervision.

Miss Olive Jones and Miss Katherine Blake, of New York, pointed out a number of special problems which fit into the program suggested by Dean Gray. These are "The Relation of the Principal to the Community around the School," "Promotion of Subjects," "Teacher Co-operation in School Administration," and "Breaking up the Lockstep in Education."

No more promising step than the formation of this organization could be taken to promote well-organized supervision in American schools. That there is a special function for the building principal to perform no one can question. With supervisors of subjects multiplying in most school systems, however, the true sphere of the principal's operation is very much in doubt. Often he falls, while trying to carry on some of the duties of a superintendent and

some of the duties of a head teacher, into the unproductive routine of a mere clerk. The principal usually has little incentive to train himself for his particular duties because these duties are vague and changing with every change in administration. It is important that some agency should develop a clear notion of the duties and needs of the building principal. The new association can render a large service, not only to its own members but to the whole country, by systematically attacking the problems of supervision.

MALNUTRITION

Among the health problems of the school there is none which is more important than that of studying the nutrition of pupils. The child who is not able to assimilate his food is not properly provided with physical education by those forms of physical exercise which are handed down from the day when physical training was thought of merely as a form of gymnastics. The weak, anemic child may have his energy so exhausted by bodily exercise that he is not able to go on, after the exercise, with the study which is essential to his intellectual development. What he needs is more physical energy rather than an outlet for excessive energy.

The March issue of the *Elementary School Journal* contained an article by Superintendent Bliss which related what one school system is doing in the way of a direct attack on malnutrition. The following statement, copied from *School Life*, shows what is being done at another center:

Almost one-third of the pupils in the public elementary schools in Washington, D.C., are 10 per cent or more under the weight normal for their years, and 15 per cent of the pupils are 10 pounds or more underweight, according to conclusions drawn from a nutrition study made of 3,913 children in 14 schools of that city. The study was made, under special authorization of the board of education, by school physicians, nurses, and Modern Health Crusade workers.

The weight of each child was recorded once a month for three months on an individual "watch me grow" card, which also showed what the child should weigh, and bore simple instructions how to gain the correct weight.

Each child was examined and the physical defects discovered were recorded. The parents were notified of defects that were found, and the cases were followed by the school nurses to secure the correction of the defects.

The results of the examination were as follows:

Of the 3,913 pupils examined only 7.8 per cent were of exact normal weight, 67.9 per cent were below normal, and 29.5 per cent were 10 per cent or more underweight. Seven and four-tenths per cent were 10 per cent or more overweight. The colored children were heavier for their age and height than the white children. Of the colored pupils, 26.3 per cent were 10 per cent or more underweight; of the white pupils, 36 per cent.

A Modern Health Crusade certificate of physical fitness was issued to each pupil who qualified for the school "army of the physically fit" by (1) winning knighthood honors as a Modern Health Crusader, (2) undergoing a thorough physical examination, (3) consenting to the correction of all physical defects recorded by such examination, and (4) gaining proper weight for age and height.

During the spring of 1921 a limited number of nutrition classes will be conducted in the schools of the city to demonstrate their value, and the Modern Health Crusade, in which 61,000 children in the public elementary schools of Washington have participated in the past two years, will be extended and intensified.

There are a number of organizations which have been set up for the purpose of informing communities on the importance of such studies. Chief among these is the Child Health Society, which has recently been adopted by the Red Cross and is to carry on vigorous experimental work for the purpose of showing how school systems may raise physical standards.

The *Elementary School Journal* is ready to devote its energy to a promotion of the movement thus outlined. Reports from various centers will be welcomed either as news notes or articles. No more important step can be taken than to prepare pupils for the work of the school through the development of better methods to build up their physical energy.

CALIFORNIA LEGISLATIVE REPORT

A special committee of the California legislature has been making a study of the legislative program which should be carried out during the coming years in order to perfect school organization in that state. As usual, California has been fortunate in the kind of advice on education which has found its way into public discussion of school needs. Professor Cubberley, of Stanford, Superintendent Wood, and others of like caliber evidently had a hand in the preparation of the material which the committee has incorporated into this report. The pamphlet is well worth the study of

other states which would profit by a similar canvass of their problems and of the methods of solving these problems.

There is not space here for any complete summary of the report. Those who want a clear discussion of county organization, of equalization of funds, or of the movement in California to reorganize the school system by the development of junior high schools and junior colleges, will do well to study the chapters on these subjects.

For the purposes of this item we may concentrate attention on the chapter which deals with "The Problem of Teacher-Training." After giving an account of the efforts of the state to solve this problem, the whole matter of organization and control of normal schools is summarized in the following findings and recommendations:

1. California's early attention to the teacher-training problem, together with its high salary schedule and attractiveness as a residential state, have given it one of the highest percentages of normal-trained teachers of any state in the Union.

2. During the past four years many of the best trained teachers have left the schools, and the normal schools have lost seriously in attendance.

3. Since the war there has been a marked shifting in the attendance of young people from the normal schools to the colleges, and this promises to be permanent. The normal schools no longer attract.

4. Recent studies of the teacher-shortage and teacher-training problems all point in the direction of enlarging the work of our normal schools, changing them in character, and unifying their control.

5. The war has emphasized the importance of the teacher, and a new type of teacher-training institution seems demanded generally to meet the enlarged educational needs of the future. With the recent marked increase in salaries, too, new demands in teacher preparation can well be made.

6. The committee recommends the gradual extension of our normal schools into four-year teachers' colleges, to meet the new educational needs in teacher-training, and with power to grant a professional degree.

7. These institutions should combine junior college work with teacher training, as is sketched further in Chapter IV.

8. Such extension should not be made all at once, or uniformly for all schools, but gradually, as budgets and instructing force and equipment may warrant, and under the supervision of the State Board of Education.

9. To guide such a development a Commissioner for Teacher Training should be provided for, before long, and as a part of the State Department of Education, as sketched in Chapter I. Such a commissioner would be needed also to oversee the work, should the Smith-Towner Bill pass Congress.

10. The future calls for a rearrangement of relationships between the state university and the public school system, and particularly between these new teachers' colleges and the university. Whether this can be arranged for best by a co-ordinating board, by consolidation under one board, or by some other plan, the committee leaves to the future to decide.

11. The examination and certification of teachers are primarily state functions, and should be transferred from the county authorities to the control of the State Board of Education.

12. The certification laws of this state are in need of a careful revision, with a view to creating a graded and a more rational plan. Supervisory certificates, and some form of reading circle work, are recommended to be added.

STANDARDIZING SCHOOL PROCEDURE

The superintendents of the largest cities in the United States have organized themselves into a small association for the purpose of holding intimate conferences for the discussion of their common problems. It is not unlikely that the immediate future will see much of this dividing up of the profession into small groups which are interested, not in general programs made up of miscellaneous speeches, but in specific, pointed discussions of particular problems. Much productive thinking can be stimulated in such small gatherings.

What went on at a recent meeting of the superintendents of large cities is related in the *Detroit Educational Bulletin*, and may be quoted in full as indicating the sort of result which can be secured through intimate meetings of this kind.

The report is as follows:

The general purpose of the Detroit meeting was to adopt (1) uniform terminology, (2) uniform cost accounting procedure, (3) uniform budget presentation and (4) uniform child accounting.

As a basis for uniform accounting the following resolution was adopted:

Resolved, That it is the sense of this gathering that in the interest of a uniform terminology and in order to secure a common ground for accounting procedure and common comparison a common definition of functions as submitted herewith be approved.

The following definitions were accepted:

General administration may be defined as that group of activities which deals with (1) the carrying out of policies that provide physical and educational conditions under which pupil, teacher, principal, and supervisor may work to best advantage; (2) the provision of channels through which the course of

study, general data, and instructions may be quickly and effectively placed in operation; (3) the provision of channels through which information and conditions in the schools may be promptly transmitted to the central offices; (4) putting into operation standards of achievements; (5) the preparation of general data and reports; (6) research activities; (7) general publicity.

Administration within a building by someone connected with the building may be defined as that group of activities which deals with (1) the carrying out of policies which provide physical and educational conditions under which pupil and teacher may work to best advantage; (2) the preparation of reports, collection of data, and compilation of statistical and attendance records; (3) research activities; (4) the preparation and circulation of publicity materials; (5) the establishing and maintaining of school and home relationships; (6) the classification and promotion of pupils; (7) the maintenance of school discipline; (8) the storage and distribution of materials and supplies; (9) the inspection of the physical plant; (10) the rating of teachers.

General supervision of instruction may be defined as that group of activities which has to do with the actual improvement of instruction through direct contact with principal or teacher including activities as (1) preparation and development of courses of study and bulletins on methods; (2) examination of textbooks; (3) demonstration teaching; (4) institutes and teachers' meetings for the improvement of instruction; (5) personal conferences for the interpretation of methods and curriculum; (6) classroom visitation and inspection; (7) setting up standards of achievement.

Supervision within a building by some person attached to the building may be defined as that group of activities which has to do with the improvement of classroom instruction as defined under general supervision.

The preparation of the accounting and budget reports was left to a committee consisting of Eugene A. Nifenecker, New York; W. W. Theisen, Cleveland; and Arthur Moehlman, Detroit. This report will be presented at the April meeting in Cleveland, Ohio.

Other action included the indorsement of the unit or single type of administrative control such as exists in Detroit. This was expressed in the following resolution:

Resolved, That it be the sense of this group that the unit type of administrative control of city school systems as recommended by Dr. Franklin Bobbitt in the Denver Survey and the Department of Superintendence of the National Education Association at its Kansas City meeting, 1917, be approved.

The association also expressed itself in favor of the school district with complete financial independence. This was included in the following resolution:

Resolved, Inasmuch as education is a function of the state, it is the sense of this group that the school district shall be organized as a body corporate with complete financial independence, to be managed by a board of education for purposes of taxation and administration and that all public educational and recreational activities be under its exclusive control.

THE BATAVIA SYSTEM

There is a widespread feeling that the system of instruction now in vogue in this country, under which teachers try to handle large classes of pupils, must in some way be modified so as to provide more individual instruction. Various schemes have been devised to bring about this modification. One which has perhaps survived longer than any other is the Batavia plan, organized by Superintendent Kennedy. Superintendent Kennedy is now retired, but maintains his interest in the system which he originated. The *Daily News* of Batavia reports an interview in which he gives his arguments once more for the methods that he introduced.

Omitting several paragraphs in which he elaborates the statement that teachers are saved from physical breakdown by the organization which gives them co-operative relief, the interview is quoted as follows:

We went through the stage of explaining why children fail in schools, and we contributed our part to the voluminous literature on that well-known subject. But an impulse came to us not to let the children fail. And we proceeded not to let the children fail. And the *modus operandi* of doing that constitutes the essence and the form of the Batavia system. It consists in reaching the children individually as well as collectively. We started in the conviction that children cannot be educated by mass methods alone. We were convinced that the attempt to do so was a crime against all the children, and against the community, and against the republic, and against the teachers.

And after twenty-two years of experience with the Batavia system of combined individual and collective education that conviction is, if possible, more firmly fixed in our minds than ever. We were not driven into this by any external pressure. It was purely a matter of conscience and emanated entirely from within.

Most surprising of all is the physical, cultural, and professional effect upon our teachers since we introduced individual instruction. Before that we sent many a one to the sanitarium and to the back room at home. We followed some to their eternal rest in the tomb.

We have not buried a teacher in the last twenty-two years. We have lost no teachers in the past twenty-two years for physical reasons. There is not a teacher in our schools who was in them twenty-two years ago who is not a better subject for life insurance now than she was then. There is not a teacher in our schools to whom it has been a sacrifice. There is not a teacher in our schools to whom it has not been a privilege.

This work of our teachers is solving measurably the problem of teacher supply. Our teachers are under no necessity for leaving us; and their intense

interest in their work holds them to it. The teacher who finds a delinquent or an incapable in her rooms has started to create a vacancy. And the sooner that vacancy occurs the better for all concerned. I have seen the nerves of the brightest children broken by a teacher who was snarling and snapping at supposed incorrigibles and incapables. A room where that occurs is a place of danger for all. And I would be remiss if I did not call public attention to such a serious matter. The physicians all know what I am talking about. And the matter should be quite clear to any intelligent mind.

We organize public schools, and we make attendance there compulsory. That is, we often organize fearful danger for our children, and force them into it. And if we do not kill them outright, the scars that we leave on their souls are fearful to contemplate. We have resorted to many palliatives. But that only makes the matter infinitely worse. A palliative is worse than the disease, because it hides it, and allows it to do its deadly work under cover. A disease brought out into the open is well on its way to cure. And the paradox of it all is that you must make crowds in order to educate children. A crowd, and a big crowd at that, is a necessary agency of education.

Although not physically murderous, isolation is mentally depressing. And at its best it produces a product that is far from desirable. But we must distinguish between a mass and a herd. The mass rendered innocuous is the organized army, the herd is the murderous stampede. The resort to small classes is a confession of defect. It is an increasing of the expense of education three-fold, and a corresponding diminution of its efficiency, by its reduction of stimulus. To sit in a little class is often a necessity to be borne with patience; but to sit in a little class that has been deliberately created is to be a victim of fraud. But the most reprehensible, and the most dangerous proposition of all, is the proposition to segregate the children, to make classes of quick children and classes of slow children; that is, to put ribbons on one class, and brands upon another. It makes one question whether we have already ceased to be the republic founded by Washington and saved by Lincoln.

THE JUNIOR HIGH SCHOOL OF CONCORD, NEW HAMPSHIRE

A report from the *Concord Evening Patriot* is quoted below for two reasons. It gives an account of one of the early experiments in the reorganization of the high school and as such is worth preserving as a contribution to the history of the movement. In the second place, it reports the success of an experiment which has been in progress long enough to justify a great deal of reliance on the data with regard to its success.

The schools of this city are conducted under the Rundlett plan or system originated and applied in 1910 by Louis John Rundlett, superintendent of city schools since 1885. Concord was the first city successfully to incorporate the junior high school and eliminate, without loss in content or thoroughness,

a year in pre-collegiate education. Much interest was aroused in educational circles throughout this country and numerous testimonials and letters of inquiry were received. Dayton and Los Angeles soon adopted the system, while Bethlehem, Pa., and Waltham, Mass., have recently changed to the eleven years' system. The New Hampshire Department of Public Instruction not only approved but early advocated the general adoption of the Rundlett or Concord plan. Instructions issued headmasters and directions to teachers in institutes have urged that work hitherto done in twelve school years might well be covered in eleven and that the next year be devoted to a junior-college course.

Ten years of the foregoing system have amply vindicated the judgment of its sponsors, and the results attained have exceeded their most sanguine hopes. Not only has the city been saved \$3,000 a year, or \$30,000 for the period it has been in vogue, but in the shortening of school life, greater proficiency secured and bridging the chasm heretofore existing between the grades and the high school, the high school and college, its merits are chiefly seen.

The benefits derived since 1910 are numerous and evident. Pupils have taken greater interest in their work, the number of failures has decreased, high-school students have ranked higher with fewer dropping out and an increased purpose to complete their course and education. Likewise, the results achieved may be measured by the fact that a larger percentage have passed the college-entrance examinations and that the honor plaque presented by Dartmouth College to the school sending the best prepared students was awarded the Concord High School when members of the first class graduated under the Rundlett system entered. Scholarship increased very favorably. Failures in algebra formerly ran as high as 30 per cent; these have been reduced two-thirds. Latin classes conducted under the Morrison plan—essentially a reading system—cover much more ground the first year than ever before. In sight translation classes excel and in thirty-seven weeks a class has covered *Ritchie's First and Second Latin Book*, *English and Prettyman's Second Latin Book*, form work in the first 117 pages of *Allen and Greenough's Latin Grammar*. In the Parker School a class has covered *Mellick's Prose Composition*, *Fabulae Faciles*, *Caesar*, Books I-IV, *Eutropius* I-IV, with much additional outside reading. Of this class fifty-two passed and none failed; the class of the previous year had covered less ground and five had failed.

In a carefully prepared statement issued by Superintendent Rundlett in 1914 the benefits of the system were thus summarized:

1. Financial economy: (a) district saved from additional bonds; (b) district saved from interest on same; (c) current expense of the same; (d) receipt of additional tuition; (e) parents saved expense of graduation; (f) average number of pupils per teacher no smaller; (g) average cost per pupil for teachers' salaries less than under former systems.

2. In scholarship: (a) Freshman class has shown advancement in scholarship of 11.21 per cent. (b) Entire high school shows a gain of 3.92 per cent.

3. Attendance: (a) In four years the high school has shown 10.65 per cent increase in attendance. (b) The five-year high school (senior and junior high school) has shown a gain of 10.25 per cent. (c) The Freshman and Sophomore classes have shown a decided decrease in the number of drop-outs. The gain in scholarship and attendance is ascribed to the elimination of one year from the school course and to the working of the compulsory attendance laws. A large number of students graduate, and the average age of pupils has decreased ten months. The points in its favor may also be stated thus: First, saving of school time; second, complete utilization of school room; third, saving of school money; fourth, putting off one year longer the social and athletic distractions which unfortunately attach themselves to the high school; fifth, more efficient school work.

A SCHOLARSHIP OFFERED TO RURAL-SCHOOL TEACHERS

The American Country Life Association makes the following statement and announcement:

This association, recognizing rural education as one of the fundamental means of improving country-life conditions, is offering a two hundred dollar scholarship to rural teachers, the details of which follow:

Recipient.—The rural-school teacher who contributes the article describing the most effective work done by the teacher, making the elementary school a vital factor in meeting the needs of American country life.

The article.—Such an article may be the story of the adaptation of the curriculum, the development of community work, or the establishment of a closer relation between the school and the community.

Conditions.—(1) The article must be based upon the actual personal experience of the writer and may include practical plans for future development. (2) Teachers working in demonstration schools connected with colleges, normal schools, or foundations are not eligible to enter this contest. (3) All articles are to be typewritten in order to facilitate the work of the judges. (4) The name of the contributor and the name of the place should not appear in the article. On a separate sheet of paper in a sealed envelope enclosed in the manuscript should be given the names and addresses of the following: The contributor, the school, the superintendent of the district or county, the chairman of the local board of education and the chairman of the parent teachers' association, or a resident of the district, preferably a woman, who is interested in education. (5) The article should not exceed 2,500 words. (6) The American Country Life Association reserves the right to keep and use all contributions. Credit for authorship will be given for any material used, if desired.

Use of the scholarship.—To help defray the expenses incurred in further preparation for rural-school work at any normal school or college.

Articles to be sent to.—Kenyon L. Butterfield, president, American Country Life Association, Amherst, Massachusetts.

Time limit.—August 15, 1921.